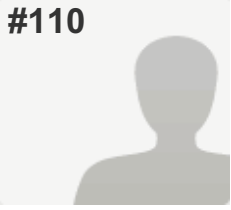


#110

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Wednesday, June 29, 2016 7:33:55 AM**Last Modified:** Wednesday, September 14, 2016 1:43:34 PM**Time Spent:** Over a month**IP Address:** 207.165.156.31

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Q1: Name of School District:	Monticello Community School District
Q2: Name of Superintendent	Dr. Brian Jaeger
Q3: Person Completing this Report	Gretchen Kriegel

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Q4: 1a. Local TLC Goal

Attract and reward quality educators, maintaining Monticello's high level of annual teacher retention at 98% or higher.

Q5: 1b. To what extent has this goal been met?

(no label)

Mostly Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Monticello Community School District (MCSD) will retain 100% of all teachers in their first year of teaching during the 2015-2016 to the profession and to the district for the 2016-2017 school year. MCSD will also retain 100% of teachers in year two of the district mentoring and induction program to the profession and to the district.

Overall MCSD will retain 96.25% of its teaching staff for the 2016-2017 school year. Those teachers leaving Monticello Schools are remaining in the teaching profession and have secured employment with districts in closer proximity to where they reside.

All (100%) new teachers with experience to the District in 2015-2016 will be returning to the district for the 2016-2017 school year.

Mentoring logs from 2015-2016 reflect a minimum of 20 hours of formal mentor/new teacher collaboration time that includes the following: Formal observation of instruction, reflection of classroom instruction, lesson planning, reflecting on the Iowa Teaching Standards, analysis of student work and effectiveness of classroom procedures and management.

All (100%) new teachers to the district in 2015-2016 were engaged in collaboration or a coaching cycle with an Instructional Coach and/or District Behavioral Coach during the school year.

The data for long term evaluation measures for this goal area of 1) Long-range job satisfaction surveys and climate and culture surveys, 2) Iowa Teacher Standards reflection logs, and 3) Summative 3-year teacher evaluations were not collected due to Monticello Schools being in year one of the Teacher Leadership and Compensation Grant. This data will be collected during the 2016-2017 and 2017-2018 school years and beyond and will be compared to previous collected data to look for trends over time as the TLC grant is implemented within the district. These data pieces will assist the district in determining if Teacher Leaders are effective in assisting new teachers in meeting the Iowa Teaching standards at high levels, growth in meeting the Iowa Teaching Standards and if they feel like the work that they do and is valued as they grow in the teaching profession.

Q7: 2a. Local TLC Goal

Increase collaborative learning opportunities for teachers utilizing Professional Learning Communities (PLC) and AIW teams, at the local and/or global level to ensure collaborative opportunities are provided on a weekly basis.

Q8: 2b. To what extent has this goal been met?

(no label)

Fully Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

The Monticello Community School District transitioned from a day based calendar to an hourly based calendar, which led to the creation of Collaboration Fridays. There are 7 Collaboration Fridays throughout the school year. Collaboration Fridays are designed to give teachers the opportunity to collaborate in PLCs, grade level teams, in AIW scoring teams and with teacher leaders.

- At the elementary & middle school levels grade level teams meet in PLCs 1x per week
- At the elementary & Middle School levels AIW scoring teams met for 4 hours per month
- At the High School level teachers met 4 - 6 hours per month AIW scoring teams for 2 hours

Collaboration Friday Data Collection on the 5 Collaboration Fridays that occurred during the regular school year: Data collected reflects the following collaboration

- 59.8% of teachers met with grade level teammates
- 37.1% of teachers worked in content vertical teams
- 35.2% of teachers met with teacher leaders (TLC positions)

The number of teachers reporting meeting with TLC positions on Collaboration Fridays throughout the 2015-2016 school year.

9-12 Intervention Specialist – 28
5-8 Instructional Coach - 68
K-4 Instructional Coach – 64

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K-4 Instructional Coach – 37
K-12 Behavioral Coach – 41
Content Area Curricular Leads – 129
AIW Coach – 20
Technology Coach – 97

The number of teachers reporting receiving professional development from TLC positions on Collaboration Fridays throughout the 2015-2016 school year.

9-12 Intervention Specialist – 12
5-8 Instructional Coach - 12
K-4 Instructional Coach – 20
K-12 Behavioral Coach – 20
Content Area Curricular Leads – 70
AIW Coach – 15
Technology Coach – 62

Average minutes per month spent in collaboration or coaching cycles outside of Collaboration Fridays:

5-8 Instructional Coach Data Log Average min per month –

- 110 min meeting with grade level teams
- 937 min coaching individual teachers
- 327 min collaborating with other TLC positions
- 86 min in formal TLC leadership meetings

K-4 Instructional Coach Data Log Average min per month -

- 239 min meeting with grade level teams
- 287 min coaching individual teachers
- 165 min collaborating with other TLC positions
- 100 min in formal TLC leadership meetings

K-12 Behavioral Coach

- 140 min meeting with grade level teams
- 101 min coaching individual teachers
- 251 min collaborating with other TLC positions
- 70 min in formal TLC leadership meetings

Technology Coaches

- 0 min meeting with grade level teams
- 46 min coaching individual teachers
- 130 min collaborating with other TLC positions
- 80 min in formal TLC leadership meetings

All (100%) of teachers in the district (not on a 3 year evaluation cycle) took part in the a peer review process. Teachers met 4 to 6 hours a month in Authentic Intellectual Work (AIW) scoring teams (PLCs) to discussion Instructional Tasks, Student work and Teacher Instruction. Teams consisted of 4 to 6 teachers in cross content area teams. Each teacher, regardless of their year on the evaluation cycle, was required to bring a video of their classroom instruction for the team to score using the AIW Framework, and provide feedback. Teacher leaders were required to have videos of their coaching scored by the Teacher Leadership Team, which is made of Instructional Coaches, Behavioral Coach and Instructional Strategist.

Q10: 3a. Local TLC Goal

To enhance our current professional learning and leadership opportunities for teachers both short-term and long-term to ensure 25% of Monticello teaching staff are in teacher leadership roles.

Q11: 3b. To what extent has this goal been met?

(no label)

Mostly Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Staffing Data:

16 teachers filling 21 TLC equaling 20% of MCSD teaching staff

2 positions (visual arts and physical education curricular lead) remain unfilled due to lack of applicants

Every teacher at MCSD that applied for a TLC position was hired to fill a TLC position for the 2015-2016 school year.

All 16 teacher leaders will be returning to their TLC positions for the 2016-2017 school year

Teacher leader to teacher ratio is 5:1

Professional Development opportunities:

In year one of the teacher leadership system implementation at MCSD a great deal of time and resources were dedicated to the continued professional growth of our teacher leaders in order to build capacity within the system itself.

Instructional Coaches, District Behavioral Coach, TLC Coordinator and the 9-12 Intervention Specialist attended five full days of New Teacher Center (NTC) coaching training offered through GWAEA. They also attended Department of Education sponsored training opportunities as well as those through ASCD. In addition teacher leaders attended one day workshops with experts in Instructional Coaching such as Pete Hall & Jim Knight.

In June of 2016 Instructional Coaches, District TLC Coordinator and Behavioral Coach attended 2 full days of Student Centered Coaching with Diane Sweeney. They will continue this work through AEA 267 & AEA 1 in the 2016-2017 school year. Data collected on time spent in coaching cycles reflected a need for additional training on coaching individual teachers and small groups of teachers.

Technology Coaches attended five full days of professional development through the New Teacher Center (NTC) via GWAEA. In addition to coaching training, Technology Coaches also attended eight full days of Coaching Tech with Confidence professional development through GWAEA. Technology Coaches will be attending Coaching Tech with Confidence in the 2016-2017 school year along with ITEC and the Google Summit.

Curricular Leads were offered the opportunity to attend various workshops focused on standards and assessment in the Leadership and Learning Series through GWAEA. Each Curricular Lead was able to attend 3 of the 5 offered professional development dates based on personal learning needs. They will be given this same opportunity in the 2016-2017 school year in order to enhance their skills in the development and delivery of professional development in the areas of curriculum, instruction and assessment.

AIW Coaches attended a three day Next Steps Academy offered through the Center for AIW as well as 4 AIW coaches network meetings during the 2015-2016 school year. AIW Coaches will be working directly with an outside consulting agency in July of 2016 to develop AIW embedded proficiency scales for standards based grading.

Q13: 4a. Local TLC Goal

Increase student academic achievement through strengthening instruction in each classroom to ensure progress towards meeting district, building and grade level achievement goals.

Q14: 4b. To what extent has this goal been met?

(no label)

Mostly Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

High School

Increase the High School graduation rate from 90.0% in 2015 (includes residential treatment center data) to 98% 2016 (does not include residential treatment center)

Graduation Rate: 2016 : 98.8%

Decrease the number of students failing courses at the high school in 2016 compared to 2015.

Total failing grades at the Semester marks in 2014-2015: 62

Total failing grades at the Semester marks in 2015-2016: 37

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Decrease of failing grades at the Semester mark of 59%

Increase daily average attendance 2015-2016 School year.
Daily average attendance 2014-2015: 96.3%
Daily average attendance rate 2015-2016: 95.82

Reading

Grades K-6: Increase the number of students at benchmark on FAST reading K-6 in the Fall of 2015 to Spring of 2016.

Shannon Elementary:

Fall 56.21% to Spring 70.56% = +14.35% increase in proficiency

Carpenter Elementary:

Fall 72.12% to Spring 77.25% = +5.13% increase in proficiency

Middle School:

Fall 67.93% to Spring 72.97% = +5.04% increase in proficiency

Grades 7-8: Increase the number of students meeting their growth targets in reading from Fall to Spring.

Grade 7:

Fall Mean RIT = 219.9, Spring Mean RIT = 222.4

Projected Growth from Fall to Spring = 3.8 RIT points

Count meeting Projected Growth = 45/94 students

Grade 8:

Fall Mean RIT = 221.8, Spring Mean RIT = 225.4

Projected Growth from Fall to Spring = 2.7 RIT points

Count meeting Projected Growth = 52/85 students

Math Goal for Grades 2-8 Increase the number of students meeting their growth targets in reading from Fall to Spring.

Grade 2:

Fall Mean RIT = 186, Spring Mean RIT = 199.3

Projected Growth from Fall to Spring = 15.7 RIT points

Count meeting Projected Growth = 32/72 students

Grade 3:

Fall Mean RIT = 193.3, Spring Mean RIT = 199

Projected Growth from Fall to Spring = 13.6 RIT points

Count meeting Projected Growth = 4/63 students

Grade 4:

Fall Mean RIT = 206.4, Spring Mean RIT = 216

Projected Growth from Fall to Spring = 12.4 RIT points

Count meeting Projected Growth = 18/69 students

Grade 5:

Fall Mean RIT = 208, Spring Mean RIT = 214

Projected Growth from Fall to Spring = 10.1 RIT points

Count meeting Projected Growth = 14/95 students

Grade 6:

Fall Mean RIT = 212, Spring Mean RIT = 217.8

Projected Growth from Fall to Spring = 7.6 RIT points

Count meeting Projected Growth = 37/84 students

Grade 7:

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Fall Mean RIT = 225.2, Spring Mean RIT = 229.9
Projected Growth from Fall to Spring = 6.3 RIT points
Count meeting Projected Growth = 35/94 students

Grade 8:

Fall Mean RIT = 235.2, Spring Mean RIT = 238.8
Projected Growth from Fall to Spring = 5.4 RIT points
Count meeting Projected Growth = 30/84 students

K-1 Increase the number of students showing growth in the utilization of strategy to correctly solve mathematical problems on the GWAEA strategies for mathematical success assessment from Fall 2015 to Spring 2016

Grade K

Question 1 Use of Strategy: Fall = 32.9% Spring = 86.8% of students
Question 1 Correct Answer: Fall = 21.4% Spring = 79.4% of students
Question 2 Use of Strategy: Fall = 20% Spring = 77.9% of students
Question 2 Correct Answer: Fall = 14.3% Spring = 63.2% of students
Question 3 Use of Strategy: Fall = 37.1% Spring = 36.8% of students
Question 3 Correct Answer: Fall = 22.9% Spring = 58.8% of students
Question 4 Use of Strategy: Fall = 47.1% Spring = 69.1% of students
Question 3 Correct Answer: Fall = 47.1% Spring = 69.1% of student

Grade 1

Question 1 Use of Strategy: Fall = 71.4% Spring = 93.9% of students
Question 1 Correct Answer: Fall = 45.7% Spring = 77.3% of students
Question 2 Use of Strategy: Fall = 80% Spring = 100% of students
Question 2 Correct Answer: Fall = 64.3% Spring = 97% of students
Question 3 Use of Strategy: Fall = 65.7% Spring = 77.8% of students
Question 3 Correct Answer: Fall = 61.4% Spring = 77.3% of students
Question 4 Use of Strategy: Fall = 21.4% Spring = 65.2% of students
Question 3 Correct Answer: Fall = 14.3% Spring = 57.6% of student

Iowa Assessment data was also examined, but was not utilized as a long range measurement for evaluation during the 2015-2016 school year. There was not marked increases in student achievement on the Iowa Assessments during the 2015-2016 school year that could be correlated to the implementation of the TLC grant. Monticello Schools tests in the Fall of the year. Implementation of the TLC grant began in August of 2015 which was two months prior the Iowa Assessment testing window. The District did not believe this would be a reliable data piece for year one evaluation of the grant.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Respondent skipped this question

Q17: 5b. To what extent has this goal been met?

Respondent skipped this question

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

Q19: 6a. Local TLC Goal

Respondent skipped this question

Q20: 6b. To what extent has this goal been met?

Respondent skipped this question

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

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Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

Instructional Coaches, Behavioral Coach and Technology coaches time study data reflected a disproportionate amount of time being spent in other coaching related duties opposed to directly coaching individual teachers or small groups of teachers. Based on these data it was determined that additional professional development was needed in the area of Student Centered Coaching. A team of coaches and the District TLC Coordinator attended Student Centered Coaching professional development in June of 2016 and will continue to attend professional development throughout the 2016-2017 school year.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

The focus Monticello Schools Teacher Leadership System in the 2015-2016 school year was to build capacity for leadership in teachers leaders. Coaches and Leads attended professional learning opportunities throughout the year in order to support the implementation district initiatives in subsequent years.

The addition of Collaboration Fridays created many opportunities for teacher leaders to apply what they had been learning in professional development to their work with classroom teachers.

At the end of the school year classroom teachers were asked to complete a survey that collected data on who TLS positions were utilized during the 2015-2016 school year and how they envision utilizing teacher leaders during the 2016-2017 school year. These data can be found at the link below.

Link to End of Year TLS Peer Review Survey:
<https://docs.google.com/a/monticello.k12.ia.us/forms/d/1iMT4YwITvMhWnbpzrw9AsXPCtffNpi-NvRHEg4Kn80s/viewanalytics>

Impact of TLC Plan - 2015-2016

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

,

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

,

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.